

Alberta Distance Learning Centre

ELA 1105

English 10-1 (September 2002)

ADLC desires to continue to serve students well and meet objectives prescribed by the *Program of Studies*.

- The **Response Booklets** for English 10-1 have been revised.
- The **Unit Booklets** for English 10-1 remain unchanged.
- **Revised** Response Booklets provide
 - more example answers,
 - more choices of assignments, and
 - fewer assignments than indicated in the Unit Booklets.
- Students are to complete all assignments in the revised Response Booklets while using the teaching given in the Unit Booklets.
- **The combined use of Unit Booklets, textbooks, and Response Booklets is essential to ensure successful understanding of concepts and procedures.**
- This **September 2002** edition replaces the 2001 edition of the **Response Booklets** of this course.
- All students registering in English 10-1 (print) at ADLC should receive the **September 2002** edition of the course.

As usual, assistance in this course is available from ADLC. Toll-free telephone access is available within Alberta through Alberta's RITE number: 310-0000.

Phone: (780) 674-5333 Ext. 258

Fax: (780) 674-4712

E-mail: msheets@adlc.ca

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Alberta Distance Learning Centre
Barrhead, Alberta

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ALBERTA DISTANCE LEARNING CENTRE

Student and teacher: Use this cover sheet for mailing or faxing.

ELA 1105

ENGLISH 10-1

Unit 1 Introduction

Response Booklet 1 (September 2002)

FOR STUDENT USE ONLY

(If label is missing or incorrect)

Date Submitted:

File Number:

Time Spent on Unit:

Unit Number:

FOR ADLC USE ONLY

Batch Number:

Assigned To:

Graded By:

Grading:

Date Unit Received:

Student's Questions and Comments

Apply Label Here

Name

Address

City/Town

Province

Postal Code

*Please verify that preprinted label is for
correct course and unit.*

Teacher's Comments:

Teacher

These instructions are for students registered with the Alberta Distance Learning Centre.

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING RESPONSE BOOKLET

When you are registering for distance learning courses, you are expected to submit Response Booklets regularly for correction. Submit each Response Booklet as soon as you have completed it. Do not submit more than one Response Booklet in one subject at one time. Before submitting your Response Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover completed and the correct course label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Response Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Response Booklet to the post office and have it weighed. Attach sufficient postage and seal the envelope. Response Booklets will travel faster if sufficient postage is used and if they are in envelopes that do not exceed two centimetres thickness.

FAXING

1. Response Booklets may be faxed to the Alberta Distance Learning Centre. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

Response Booklets may be e-mailed to the Alberta Distance Learning Centre. Contact your teacher for the appropriate e-mail address.

English 10-1

Response Booklet 1

Advice:

Your marks on this unit will be determined by your success on the assignments in this booklet. Your answers indicate your understanding of the course.

- Before attempting to answer the assigned questions, please be sure you have read all the relevant directions and instructions in the course materials.
- Proceed **slowly** and **carefully** through the assignments.
- If you encounter difficulties, review the instructions pertaining to the particular section.
- If you are still having problems, please contact the course teacher at the Alberta Distance Learning Centre for assistance.
- The marks possible for each individual exercise is indicated.
- Good luck in your studies!

Warning:

- Failure to complete all questions and/or poor responses due to obvious lack of effort may result in your teacher returning the Response Booklet marked “incomplete”. No grading will be awarded until such exercises are completed to the teacher’s satisfaction.
- Discussing various aspects of the course with others is encouraged, but all work submitted should be your own.
- **If the final exam score is vastly different from the assignment scores, the teacher has the discretion to assign a final mark based solely on the examination results.**

Our Pledge to You:

Everyone at the Alberta Distance Learning Centre is committed to helping you achieve your educational goals. We happily assist students who are sincere in their desire to learn. We may be reached by phone, fax, e-mail, voice mail, postal mail, or in person.

Any journey consists of single steps; you have taken another by enrolling in this course. We want to help you successfully reach your destination.

CANADIAN CATALOGUING IN PUBLICATION DATA

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The address is as follows:

<http://www.adlc.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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**You must ensure that all required materials are submitted.
No marks can be given for incomplete or missing work.**

Materials	Is It Here? (Student's Checkmark)	Points Possible	Points Received
1. ADLC Cover			
2. Section 1: Summarizing Paragraph		25	
3. Section 2: Present Yourself		40	
4. Section 2: Evaluation of Recording		10	
5. Final Assignment: Structure of English		10	
6. Vocabulary Log		5	
7. Journals (3 entries)		10	
TOTAL		100	

Student's Declaration

I certify that I have included all materials required for marking.

(Date)

(Student's Signature)

Be careful to use the Unit Booklet, your textbooks, and the Response Booklet as you work through each unit.

In Unit 1, you may omit Journal 3.

Attach your Journals at the end of the Response Booklet.

Value
25

Section 1: A Guide to Learning–Summarizing Paragraph

Expectations for a Paragraph

Thought and Detail <i>The student...</i>	Writing Skills <i>The student...</i>
5 Excellent - develops ideas insightfully and confidently - supports ideas with precise details	5 Excellent - uses skillful, fluent, and effective structures - uses precise and controlled diction - uses generally correct grammar and usage
4 Proficient - develops ideas thoughtfully - supports ideas with relevant details	4 Proficient - uses clear fluent structures - uses specific diction - uses grammar and usage effectively
3 Satisfactory - develops ideas appropriately - supports ideas with straightforward details	3 Satisfactory - uses clear but conventional structures - uses general diction - uses generally accurate grammar and usage
2 Limited - develops ideas superficially or leaves them underdeveloped - provides vague and/or repetitive supporting details	2 Limited - uses ineffective structures - uses imprecise and/or very general diction - shows lack of control of grammar and usage
1 Poor - uses marginally relevant or undeveloped ideas - provides inadequate or few supporting details for support	1 Poor - uses unclear and confusing structures - uses inaccurate diction often - makes frequent errors in grammar and usage that impede communication

My Self-evaluation:

I think one strong feature of my writing in this paragraph is...

One feature of my writing in this paragraph that I want to improve is...

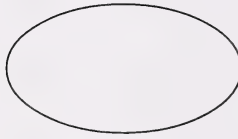
How to Self-evaluate:		Possible	Received
• Apply the descriptors to your work • Comment on your efforts to improve	Thought & Detail	5 (x2)	
	Writing Skills	5 (x3)	
	Total	25	

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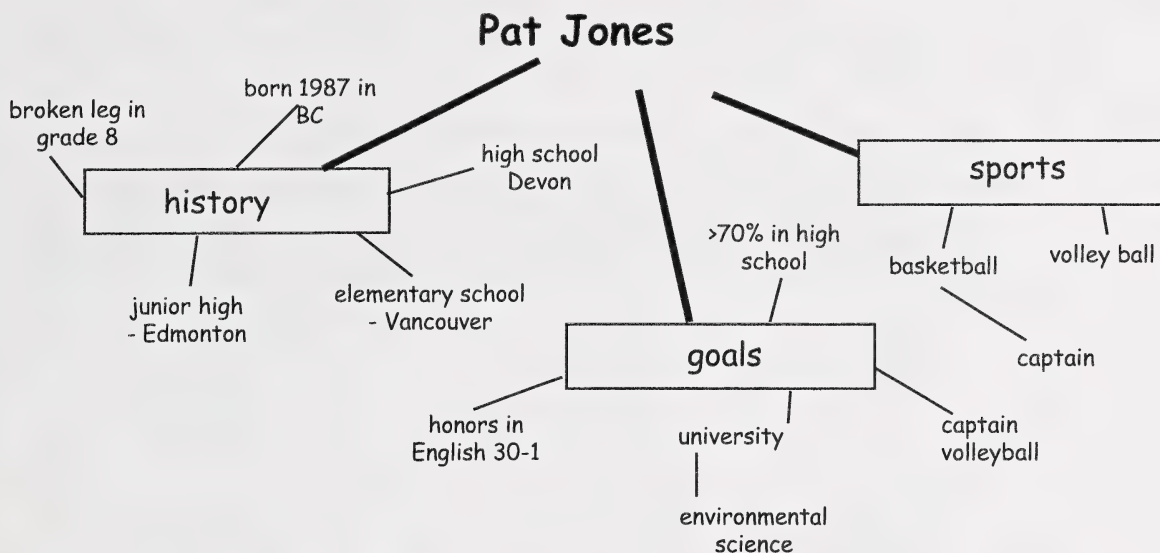
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Section 2: Planning to Present Yourself

Read the instructions on pages 14 and 15 of *Unit 1 Introduction* and construct a **mind-map (web)** of details about yourself. Use several sub-headings, but be certain to give many details—even more that Pat Jones did.



For his autobiographical assignment, student Pat Jones decided to focus on three categories of the information on his personal web: history, sports, and goals.



Pat's task is to plan his autobiography while using the details he has identified--and more, if he finds more are needed.

He plans to use the **introductory paragraph** to give a general view of his life in the present. His introduction will conclude with the following statements:

Being a student in September 2002 is terrific because I love sports. My school and community have offered me training in the past, and I want to continue to use the opportunities as I look forward to college life.

He plans to begin his **first developmental paragraph** with the following topic sentence:

My past has provided many experiences that have taught me to be adaptable.

Then, he will write about the various schools he has attended, including significant events that caused changes for him. He will write of the fun and the heartache he felt with each change.

His **second developmental paragraph** will begin with another topic sentence:

My future does not depend on sports, but they are the love of my life.

This will require him to write about his interest and his involvement in various sports as outlined on his web. He will likely write of tournaments and awards, both won and lost!

Because Pat is pleased with his experiences and satisfied with the route he plans for his future, he will likely end his composition very positively. His **conclusion** will show that he looks to a happy life studying environmental science after high school.

Your task is to follow the procedures in Unit 1, page 17. Return to your web to

- create a plan for your composition
- choose the aspects of your life on which to focus,
- choose the order of your paragraphs
- begin your first draft with confidence.

Section 2: Present Yourself in Writing

This rubric will help you understand the expectations and evaluation of your plans and composition.

Expectations for an Autobiographical Presentation

Plan <i>The student...</i>	Thought and Detail <i>The student...</i>	Writing Skills <i>The student...</i>
5 Excellent • organizes supporting details skillfully	5 Excellent • develops ideas insightfully and confidently • supports ideas with precise details	5 Excellent • uses skillful, fluent, and effective structures • controls diction precisely • shows generally correct grammar and usage
4 Proficient • organizes supporting details effectively	4 Proficient • develops ideas thoughtfully • supports ideas with relevant details	4 Proficient • uses clear, fluent structures • controls diction precisely • uses grammar and usage with few errors
3 Satisfactory • organizes supporting details	3 Satisfactory • develops ideas appropriately • supports ideas with straightforward details	3 Satisfactory • uses clear but conventional structures • uses general diction • uses generally accurate grammar and usage
2 Limited • organizes supporting details weakly	2 Limited • develops ideas superficially or weakly • uses vague and/or repetitive supporting details	2 Limited • uses some ineffective structures • uses imprecise and/or very general diction • shows weak knowledge of grammar and usage
1 Poor • shows inability to organize details	1 Poor • uses marginally relevant or undeveloped ideas • uses inadequate or few supporting details	1 Poor • uses unclear structures frequently • uses inaccurate diction often • allows errors in grammar and usage to impede communication

Self-evaluation:		Possible	Received
	Plan	5 (x2)	
	Thought & Detail	5 (x4)	
	Writing Skills	5 (x2)	
	Total	40	



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Section 2: Present Yourself Orally

Part of the value of performing a task comes from evaluating yourself.

How to self-evaluate:

- *Apply the descriptors to your work.*
- *Comment on your efforts to improve.*

Expectations of Oral Assignment	Possible	Received
Interpretation: <i>The student...</i> • begins effectively by arousing interest • uses voice to project awareness of a definite mood • shows enthusiasm clearly as action rises • creates characters through control of voice • leads to strong and memorable climax • ends deliberately and with emphasis	5	
Delivery: <i>The student...</i> • pronounces words accurately • enunciates words distinctly • controls speed and pacing deliberately • controls volume, pitch, and breathing well	5	
TOTAL	10	

My Self-evaluation:
<i>I think one strong feature is...</i>
<i>One feature I want to improve is...</i>

Final Unit Assignment: The Structure of English

In the following sentences, underline the **nouns**, **pronouns**, and **verbs**; then place **N**, **P**, or **V** below each. The first one is done for you.

The paramedic put his bag in the ambulance in preparation for
N V P N N N
the next emergency.
N

1. I doubted his sincerity when he asked me for a letter that would review his performance at his job.
2. After the recent tornadoes in Alberta, John thinks he should study meteorology, but he is uncertain of the required qualifications.
3. The Grand Chief of Canadian aboriginal peoples hopes to achieve greater recognition for his people as significant members of Canadian society.
4. When I went to rehearsal last week, I was embarrassed when the conductor asked, "Have you been able to practice your part in that composition by Vivaldi that I mentioned to you in June?"

Write two sentences in which you underline and label all the nouns, pronouns, and verbs similar to the above exercise.

1. _____

2. _____

Vocabulary Log

In the Introduction Unit Booklet, you were instructed to extend your vocabulary by creating a **Vocabulary Log** in which you list

- new words and their definitions, and
- words that are more precise than your usual choices.

The *Vocabulary Log* is to be submitted with each unit.

Expectations of Vocabulary Log		Received
<i>The student...</i>		
5 Excellent	• shows effort and concern for expanding vocabulary • shows effort to improve precision	
4 Proficient	• shows awareness of need to extend vocabulary • shows some effort to improve precision	
3 Satisfactory	• shows minimal concern for expanding vocabulary • shows some desire to improve precision	
0 Insufficient	• shows insufficient interest in improvement	

Vocabulary Log

(Continued...)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Remember the Journal

1. Your **Journal** is to be written on your own paper and attached to **each response booklet**, as required.
2. This unit's Journal should contain three numbered entries, one labelled "**Mark this one**".

Marker: Please mark *Journal* entry... (Circle ONE.)

12(Omit 3)4

Expectations for Journals	
The student ...	The student ...
5 Excellent • shows perceptive and original thoughts • uses clear and consistent voice throughout • organizes effectively • uses thoughtfully selected language	3 Satisfactory • shows conventional thoughts • uses inconsistent voice • organizes weakly • uses vague or general language often
4 Proficient • shows perceptive but not especially original thoughts • uses consistent voice throughout • organizes effectively • uses appropriate language	0 Inadequate • shows lack of thought and details • uses inconsistent voice • uses insufficient organization • uses unacceptable language

Journals	Possible	Received
Number of acceptable entries	5	
Score for designated entry	5	
Total	10	

Remember Supplementary Exercises

In the Introduction to English 10-1, *Supplementary Exercises* were promised for Units 1 to 7. The marker has the challenge of deciding upon supplementary exercises to assist development of your language skills.

If you wish to request some special assistance, please ask your marker.

Your marker will the supplementary exercise for this returned module.

To be significantly useful, each supplementary exercise should be completed when you receive each marked unit.

Remember that Unit 9 requires submission of all supplementary exercises.

End of Response Booklet 1

